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Another finding of the study was that the teachers in the study were rated lowest by all four groups of raters on the criterion, class preparation and use of the techniques. Excessive teaching loads, responsibilities, and demands on a vocational agriculture teacher's time result in reduced teaching quality. A study recommendation is that, in addition to attempting to equate vocational agriculture teaching

loads to the loads experienced by teachers in other disciplines, greater emphasis in teacher training programs be placed on minimizing the lecture method of subject matter presentation and maximizing imaginative new approaches to the presentation of material.

I was very much impressed during my visits to the thirty-six high school agriculture departments by 1) the openness and candor of the teachers in the study, 2) the friendly cooperation of vocational agriculture teachers and Bureau staff members despite their exceptionally busy schedules, 3) the willingness of the teachers to be evaluated by their students, and 4) the healthy optimism and soundness of the majority of the high school vocational agriculture students I encountered. It was a very refreshing experience.

